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## Summary of Discussions at Sherwood Hills Danforth Foundation Evaluation Workshop on the Spring Quarter 1975 Pilot of Undergraduate Research and Creative Opportunities at Utah State University

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Summary of Discussions  
at the Sherwood Hills  
Danforth Foundation Evaluation Workshop  
on the Spring Quarter 1975 Pilot of  
Undergraduate Research and Creative Opportunities  
at Utah State University

May 15, 1975

I. Purpose of Undergraduate Research and Creative Opportunities (URCO)

- A. To increase the use of faculty research and creative activities as a learning resource for students.
- B. To provide students and faculty with an alternative learning mode, different from the classroom, independent study, work study, or cooperative education.
  - 1. a cooperative process of discovery.
  - 2. learning how to learn.
- C. To give faculty assistance in their research and creative activities.

II. Requirements for URCO Experience

- A. Attitudes of the faculty supervisor and student should foster a senior-junior colleague relationship.
- B. Proposal for collaboration (i.e., what the student expects to gain from the experience) should be submitted by the student, approved by the supervisor, and sent to the college coordinator for the record.
- C. Specific technical and educational goals and methods for evaluation should be mutually agreed upon between the faculty supervisor and the student.
- D. Final product of collaboration, or technical report, should be submitted by the student to the faculty supervisor.

- E. A short description of the collaboration (i.e., what the student gained), not the project's technical report, should be sent by the student (and endorsed by the faculty supervisor) to the college coordinator for the record.

### III. Methods of Recruiting Students for URCO

- A. Distributing a Directory listing opportunities or areas in which faculty supervisors are willing to engage students in a collaborative effort.
- B. Faculty supervisors announcing in classes those areas in which they would be willing to have students work with them.
- C. Faculty supervisors approaching particular students whom they believe would benefit from collaboration.
- D. Students hearing of faculty members' work from newspaper or other sources and requesting opportunity to work with them.
- E. Students who worked with faculty supervisor one time telling other students about the experience.
- F. Student Life and KUSU-FM.
- G. Posters.

### IV. Awarding of Credit for URCO Experience

- A. Faculty supervisor and student should agree on
  1. amount of credit to be awarded for completion of certain phases of project.
  2. methods of evaluating student and faculty performance.
- B. Student should register for appropriate course number approved by faculty supervisor's department.
- C. Department may accept credits for its requirements if it chooses.

### V. Administration for URCO

- A. Coordinator in each college to interpret idea of URCO, help assemble Directory, and keep record of participants.
- B. Vice President for Research to attempt to obtain matching funds for departments to purchase materials, supplies, and travel.

- C. Rotating chairman to promote URCO and take policy questions to appropriate governing bodies.

#### VI. Finances for URCO

- A. College coordinators and chairman volunteer for work and receive no released time.
- B. Funds for materials and supplies for projects may be provided on matching basis.
- C. Students may receive wages where some projects develop into summer jobs.

#### VII. Possible Weaknesses

- A. Students may not be sufficiently qualified to produce desired results.
- B. A quarter-length project may be too short to accomplish anything worthwhile.
- C. Students may want to take too much of their work in URCO.
- D. Faculty supervisors may neglect other students while working with URCO.

#### VIII. Possible Strengths

- A. May get students to realize they need to know foundation of subject so they can apply it in practice.
- B. May improve student-faculty cooperation.
  - 1. students are not kept on receptive end of relationship.
  - 2. faculty learn from students also.
- C. May encourage professionalism in students.
  - 1. student may learn where to go for information, how to do research, analyze, and evaluate.
  - 2. student may learn to present self to faculty supervisor on basis of qualifications for project.
  - 3. student may gain experience in acquiring funds by developing proposal and producing quality results.
- D. May promote interdisciplinary cooperation.

- E. May permit students to explore subject as deeply as their abilities permit.
- F. May show student that discipline and devotion to hard work are necessary to achieve results.
- G. May do away with idea of students working to fulfill "artificial" requirements.
- H. May provide ideas for further research of creative activity.